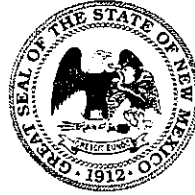


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July 10, 2013

MEMORANDUM

TO: Legislative Education Study Committee

FR: Mark Murphy *MM*

RE: STAFF BRIEF: K-12 RANKINGS

INTRODUCTION

Each year, *Education Week* publishes the results of the *Quality Counts Survey* that grades and ranks each state based on the condition of education and educational opportunities. This staff report includes:

- a review and explanation of New Mexico's overall grade and ranking from the *2013 Quality Counts Survey*;
- a review and explanation of New Mexico's grades and rankings from each of the six categories used to calculate the overall grade and ranking, including:
 - chance for success;
 - transitions and alignment;
 - school finance;
 - K-12 achievement;
 - standards, assessment, and accountability; and
 - teaching profession; and
- background information on the *Quality Counts Survey*.

2013 QUALITY COUNTS SURVEY: NEW MEXICO GRADES AND RANKINGS

Overall

The 2013 *Quality Counts Survey* results are provided for the six broad categories displayed in the left hand column of Table 1, below. In addition to the six categorical rankings, the *Survey* also provides a summative grade and ranking to each state. This overall measure is the average of the scores for the six graded categories.

In 2013, as shown in the final row of Table 1 below, New Mexico received an overall final grade of a “C” (75.9 pts) and received a ranking of 35th in comparison to states across the nation. The 2013 national average overall grade was a “C+” (76.9 pts).

Table 1. New Mexico Grades and Rankings, 2013 *Quality Counts Survey*

Category	2013 NM Grade	2013 NM Ranking	2013 U.S. Average
Chance for Success	D (65.7 pts)	49 th	C+ (76.7 pts)
Transitions & Alignment	B+ (89.3 pts)	9 th (tied)	B- (81.1 pts)
School Finance	C- (72.0 pts)	30 th	C (75.8 pts)
K-12 Achievement	D- (62.1 pts)	47 th	C- (69.7 pts)
Standards, Assessment & Accountability	A- (92.0 pts)	15 th	B (85.3 pts)
Teaching Profession	C (74.3 pts)	23 rd	C (72.5 pts)
OVERALL	C (75.9 pts)	35th	C+ (76.9 pts)

Source: Education Week. 2013 *Quality Counts Survey*, NM – State Highlights.

The following sections of this report will highlight New Mexico’s results in each of the six specific categories used in calculating the state’s overall grade and ranking.

“Chance for Success” Category

The first category of the survey measures a child’s “chance for success” and provides grades and rankings based on multiple measures. Specifically, the score from this category is determined by evaluating 13 different factors, including the:

- percent of children in families with incomes at least 200 percent of poverty level;
- percent of children with at least one parent with a postsecondary degree;
- percent of children with at least one parent working full time and year-round;
- percent of children whose parents are fluent-English speakers;
- percent of three- and four-year-olds enrolled in preschool;
- percent of eligible children enrolled in kindergarten programs;

- percent of fourth grade public school students “proficient” on the National Assessment of Educational Progress (NAEP)¹;
- percent of eighth grade public school students “proficient” on the NAEP;
- percent of public high school students who graduate with a diploma;
- percent of young adults (18-24) enrolled in postsecondary education or with a degree;
- percent of adults (25-64) with a two- or four-year postsecondary degree;
- percent of adults (25-64) with incomes at or above the national median; and
- percent of adults (25-64) in the labor force working full time and year-round.

Many of these measures extend beyond the classroom and include the characteristics of the community and the opportunities for adults in New Mexico. Of the six categories, this was New Mexico’s lowest ranking, 49th in the country, compared to other states. New Mexico earned a “D” in this category and the national average was a “C+”.

“Transitions and Alignment” Category

The second category of the survey measures efforts to connect the K-12 education system with early learning, higher education and the world of work. The “transitions and alignment” ranking and grade are determined by verifying that a state has achieved 14 specified results. The survey evaluates if the state has met the following conditions:

- early learning standards are aligned with K-12 standards;
- the state formally defines “school readiness”;
- the state assesses the “readiness” of students entering early childhood education;
- the state has interventions for early childhood students who are deemed not ready;
- kindergarten standards are aligned with elementary school standards;
- the state defines college readiness;
- college preparation coursework is required to earn a high school diploma;
- credits for a high school diploma are aligned with the postsecondary system;
- the high school assessment is aligned with the postsecondary system;
- the high school assessment is used for postsecondary decisions;
- the state K-12 system defines work readiness;
- the state offers a high school diploma with career specialization;
- the K-12 system has a path for industry recognized certificate or license; and
- the K-12 system has a path for earning career-technical credits for higher education.

In this category, New Mexico garnered its highest ranking of any category, 9th out of all states in the country, and earned a grade of “B+.” The average of all states was a “B-”.

¹ According to the National Center for Education Statistics (NCES), “the NAEP is the largest nationally representative and continuing assessment of what America’s students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and beginning in 2014, in Technology and Engineering Literacy (TEL). Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts.”

“School Finance” Category

The third category of the survey measures the equity and spending of each state on education. Grades and rankings for states are calculated using the following eight specific factors:

- **wealth-neutrality score**, which measures the relationship between district funding and local property wealth;
- **McLoone index**, which measures the actual spending as a percent of the amount needed to bring all students to the median spending level;
- **coefficient of variation**, which determines the amount of disparity in spending across districts within a state;
- **restricted range**, which calculates the difference in per-pupil spending levels at the 95th and 5th percentiles;
- **adjusted per-pupil expenditures**, which accounts for regional cost differences;
- **students funded at or above the national average**, which calculates a percentage of students in districts with per-pupil expenditures at or above the national average;
- **spending index**, which is a weighted measure of per-pupil spending by the degree to which districts meet or approach the national average for expenditures; and
- **spending on education**, which measures state expenditures on K-12 education as a percentage of state taxable resources.

New Mexico ranked 30th nationally and was given a “C-” grade for this category. The national average was a “C”.

“K-12 Achievement” Category

The survey’s fourth category, “K-12 Achievement,” is measured through the K-12 Achievement Index that is made up of 18 distinct state achievement measures relating to reading and math performance, high school graduation rates, and the results of Advanced Placement (AP) exams. Specifically, the 18 indicators are grouped into six broader segments, including:

- **achievement levels**, based on NAEP results;
- **achievement gains**, based on scale score changes on NAEP;
- **poverty gap**, based on comparing achievement of students eligible for the National School Lunch Program and non-eligible students;
- **achieving excellence**, based on advanced test scores on the NAEP;
- **high school graduation**, based on graduation rates in 2008 and the change in graduation rates since 2000; and
- **advanced placement**, based on scores of 3 or higher per 100 students in 2010 and the change in high scores per 100 students between 2000 and 2010.

In this category, New Mexico received a “D-” grade and ranked 47th compared to the rest of the nation. The national average grade was a “C-”.

“Standards, Assessments and Accountability” Category

The fifth category in which each state is ranked and graded is the Standards, Assessments, and Accountability section. To calculate the grade and ranking for each state in this category, 23 policy indicators are evaluated, each of which is a component of the following three broad areas:

- **academic standards;**
- **assessments, including:**
 - test items used to measure student performance;
 - alignment of assessments to academic standards; and
 - assessment systems; and
- **school accountability.**

New Mexico received a grade of “A-” and ranked 15th in the nation for this category. The national average for this section was a “B”.

“Teaching Profession” Category

The sixth and final category of the survey evaluates the Teaching Profession for each state. Grades and rankings are based on a total of 44 indicators, which are grouped into three broad sections related to efforts to improve teaching. These three broad sections are:

- **accountability for quality, including:**
 - requirements for initial licensure;
 - discouraging out-of-field teaching;
 - evaluating teacher performance;
 - teacher education programs; and
 - data systems to monitor quality;
- **incentives and allocation, including:**
 - reduction of entry and transfer barriers;
 - salaries and incentives; and
 - managing and allocating teacher talent; and
- **building and supporting capacity, including:**
 - support for beginning teachers;
 - professional development;
 - school leadership; and
 - school working conditions.

In this category of the survey, New Mexico received a “C” grade and a ranking of 23rd in comparison to the other states. The national average for this category was a “C”.

BACKGROUND INFORMATION ON THE QUALITY COUNTS SURVEY

The *2013 Quality Counts Survey* is the 17th edition of the report that annually provides summaries of the condition of education and educational opportunities in each state. The *2013 Quality Counts Survey* provides updated information to the following three categories evaluated in the survey:

- chance for success;
- transitions and alignment; and
- school finance.

The other categories evaluated for the calculation of the 2013 state grades and rankings use data obtained during the *2012 Quality Counts Survey*. Those three categories are:

- K-12 achievement;
- standards, assessments and accountability; and
- teaching profession.

Scores from each of the six categories can be found in Attachment 1, which provides the State Grading Data from *Education Week*.

Additionally, on May 23, 2013, Albuquerque Public Schools (APS) distributed a letter discussing the results of the *2013 Quality Counts Survey*, which included an explanation of some of the categories of the survey. The letter also describes several new developments in APS that relate to the rankings from the survey. This letter is included as Attachment 2.



EARLY FOUNDATIONS				SCHOOL YEARS				ADULT OUTCOMES					
GRADE	FAMILY INCOME	PARENT EDUCATION	PARENTAL EMPLOYMENT	LINGUISTIC INTEGRATION	PRESCHOOL ENROLLMENT	UNDERGRADUATE ENROLLMENT	4th GRADE READING	8th GRADE MATHEMATICS	HIGH SCHOOL GRADUATION	YOUNG-ADULT EDUCATION	ADULT EDUCATIONAL ATTAINMENT	ANNUAL INCOME	STEADY EMPLOYMENT
	Percent of children in families with incomes at or below poverty level	Percent of children with at least one parent with a high school degree	Percent of children with at least one parent working full-time in 2019	Percent of children whose parents are bilingual or speak a language other than English at home	Percent of 4- and 5-year-old children in preschool	Percent of eligible children enrolled in postsecondary education	Percent of this grade public school students who are proficient in reading	Percent of this grade public school students who are proficient in math	Percent of public high school students who graduate with a diploma	Percent of adults 18-24 enrolled in postsecondary education or with a degree	Percent of adults 25-64 with a postsecondary degree	Percent of adults 25-64 with incomes at or above national median	Percent of adults 25-64 in labor force working full-time and year-round
MASSACHUSETTS	51.1	58.0%	72.9%	84.7%	60.4%	78.4%	50.4%	51.2%	79.1%	83.1%	60.9%	61.5%	67.7%
VERMONT	88.4	82.1	78.8	86.0	54.7	82.4	41.3	46.0	77.4	66.5	42.9	54.4	68.8
NEW HAMPSHIRE	B+	80.2	71.2	80.6	94.5	51.7	78.8	43.4	43.6	79.1	60.3	46.1	50.3
NEW JERSEY	B+	88.8	64.9	78.5	63.8	75.5	43.9	46.8	87.4	62.9	45.2	61.0	58.4
CONNECTICUT	B+	81.4	69.4	77.0	85.3	62.3	79.3	43.0	38.1	76.0	60.0	60.8	68.2
MARYLAND	B+	86.5	53.7	82.3	82.3	60.4	77.8	43.0	40.4	72.9	58.2	63.3	72.7
MINNESOTA	B	84.2	64.6	86.4	78.3	90.2	83.4	47.6	82.6	62.3	46.9	51.0	68.8
NORTH DAKOTA	B	88.0	60.6	84.3	91.1	32.9	83.4	35.8	85.9	58.8	45.7	52.8	75.9
NORTH CAROLINA	B	84.5	61.2	77.5	88.7	48.1	78.0	38.1	76.0	57.1	45.2	58.4	74.5
VIRGINIA	B	82.6	60.0	82.7	84.3	48.9	77.8	38.5	76.4	54.3	42.1	56.8	68.1
COLORADO	B	82.2	60.8	71.5	97.5	48.2	75.7	41.4	80.5	61.9	38.7	53.5	69.6
PENNSYLVANIA	B	82.2	60.8	71.5	97.5	48.2	75.7	41.4	80.5	61.9	38.7	53.5	69.6
IOWA	B	82.1	60.4	78.6	81.5	42.8	78.9	33.6	80.5	62.9	40.9	61.9	74.1
NEBRASKA	B	81.9	60.5	82.2	81.0	45.9	77.8	38.3	76.6	61.3	42.3	43.6	75.0
KANSAS	B	81.4	61.4	79.8	69.0	46.1	79.0	40.8	76.4	60.2	41.2	50.3	72.6
WISCONSIN	B	81.7	53.3	80.0	74.9	93.5	43.7	33.6	83.8	58.7	39.4	51.7	68.2
NEW YORK	B	81.0	49.8	72.0	78.8	52.7	78.5	35.0	78.4	64.4	44.7	55.5	70.0
NEW YORK	B	80.9	61.4	66.2	86.0	38.1	73.1	31.3	83.6	57.2	20.0	50.4	77.8
SOUTH DAKOTA	B	80.3	60.9	65.9	82.7	90.0	81.5	31.9	87.9	59.8	37.6	63.2	72.0
DELAWARE	B	79.9	53.6	46.1	71.1	82.2	49.0	35.2	76.3	64.1	42.7	61.1	68.7
UTAH	C+	79.1	53.8	64.6	78.9	86.5	30.7	32.5	76.4	54.0	40.5	43.7	63.8
DISTRICT OF COLUMBIA	C+	79.0	54.0	39.7	61.2	91.5	66.8	18.8	52.4	71.7	58.0	68.2	73.7
MONTANA	C	78.9	54.0	73.0	99.2	94.0	72.7	46.6	77.4	58.3	40.0	45.6	65.5
WYOMING	C	78.5	61.0	48.1	82.9	96.0	39.3	36.4	73.9	38.0	36.6	54.4	72.2
ILLINOIS	C+	78.7	48.0	72.4	80.7	54.9	78.3	32.8	71.2	53.0	41.7	53.0	58.2
MAINE	C-	78.2	56.6	51.5	71.1	97.0	42.9	33.4	72.3	58.1	40.4	48.1	66.4
WASHINGTON	C+	78.8	60.1	45.6	61.6	82.4	48.1	36.4	68.1	51.4	41.1	56.3	65.6
OHIO	C+	77.9	54.3	46.1	70.1	95.9	40.1	33.7	76.4	56.6	35.7	43.9	60.0
MISSOURI	C-	77.6	55.7	72.5	95.3	44.4	38.3	31.5	78.3	55.0	36.4	48.7	70.4
HAWAII	C+	77.2	55.4	74.4	81.8	53.8	33.8	30.0	69.2	43.3	42.7	54.1	71.6
MICHIGAN	C	76.8	54.5	47.4	86.1	53.4	48.0	31.2	74.1	57.5	36.7	48.2	62.8
INDIANA	C	76.6	54.7	44.5	72.0	57.9	41.7	32.7	75.8	54.7	33.8	48.4	66.5
NORTH CAROLINA	C	75.2	54.0	45.3	68.6	83.9	43.8	33.7	68.0	53.1	38.0	45.7	61.9
IDAHO	C	74.9	43.6	75.8	90.0	95.3	32.6	36.9	72.1	50.7	37.0	44.5	66.8
FLORIDA	C	74.2	49.8	45.5	76.3	80.8	30.3	35.2	70.4	56.4	32.0	44.2	62.3
ALASKA	C	73.4	61.8	22.8	58.6	92.4	40.0	32.6	69.3	31.6	34.1	67.3	67.9
TEXAS	C	73.2	48.1	36.8	71.6	42.6	25.6	40.0	71.5	49.8	34.6	59.0	73.3
GEORGIA	C	73.0	48.9	68.9	87.4	50.0	32.4	27.8	62.7	50.3	36.4	48.3	68.5
KENTUCKY	C	72.8	50.0	66.7	86.7	58.9	26.8	20.7	70.5	49.8	30.4	46.3	68.7
OKLAHOMA	C	72.7	50.1	74.6	82.3	42.4	26.6	20.7	71.6	48.3	33.8	46.4	73.3
OREGON	C	72.6	42.4	68.4	94.5	83.4	28.3	21.3	61.7	46.3	34.0	44.1	68.8
ARKANSAS	C	71.5	43.4	58.5	83.7	31.4	30.4	21.7	73.1	49.0	28.9	47.2	60.7
ALABAMA	C-	71.4	46.3	60.4	82.1	50.3	28.3	20.1	70.6	28.5	28.5	42.7	71.5
CALIFORNIA	C-	71.0	46.3	33.9	95.0	44.4	31.5	20.1	69.2	48.5	32.2	46.5	71.0
CALIFORNIA	C-	71.2	52.3	33.8	68.5	82.3	24.6	23.9	71.3	54.0	28.9	51.0	63.9
TENNESSEE	C	70.9	49.8	40.2	63.9	81.5	25.8	23.9	75.8	43.8	33.2	45.4	69.4
WEST VIRGINIA	C-	70.0	51.6	67.4	86.7	35.2	26.7	21.3	71.5	50.7	28.1	46.8	71.1
ARIZONA	C-	70.0	47.0	69.4	78.2	34.0	26.1	21.5	71.3	48.3	35.6	42.9	62.5
LOUISIANA	C-	69.8	49.7	68.6	96.5	53.4	22.8	22.3	64.0	48.6	24.7	48.4	72.0
MISSISSIPPI	D-	68.3	41.7	62.5	93.4	42.1	21.8	13.3	62.2	30.3	20.3	41.6	70.9
NEW MEXICO	D	65.7	42.6	64.5	86.0	38.1	20.6	21.8	59.4	48.9	33.6	45.3	67.8
NEVADA	D+	65.1	33.7	70.0	74.0	31.4	25.5	28.6	59.3	43.1	26.1	45.7	65.4
U.S.	C+	76.7	45.4%	71.5%	83.4%	42.9%	32.4%	33.5%	72.4%	55.6%	38.8%	47.3%	63.7%

GRADE	EARLY-CHILDHOOD EDUCATION					COLLEGE READINESS			
	EARLY LEARNING STANDARDS	SCHOOL READINESS DEFINITION	SCHOOL READINESS ASSESSMENT	READING INTERVENTIONS	KINDERGARTEN STANDARDS	DEFINING READINESS			
GEORGIA	State early-learning standards align with elementary-grade academic standards (2012-13)	State has formal definition of school readiness (2012-13)	State requires districts to assess readiness of entering students (2012-13)	State has programs in place to meet school readiness expectations (2012-13)	Kindergarten benchmarks are aligned with elementary-secondary standards (2012-13)	State has defined college readiness (2012-13)			
ARKANSAS	✓	✓	✓	✓	✓	✓			
MARYLAND	✓	✓	✓	✓	✓	✓			
FLORIDA	✓	✓	✓	✓	✓	✓			
KENTUCKY	✓	✓	✓	✓	✓	✓			
LOUISIANA	✓	✓	✓	✓	✓	✓			
TENNESSEE	✓	✓	✓	✓	✓	✓			
TEXAS	✓	✓	✓	✓	✓	✓			
INDIANA	✓	✓	✓	✓	✓	✓			
NEW MEXICO	✓	✓	✓	✓	✓	✓			
OKLAHOMA	✓	✓	✓	✓	✓	✓			
UTAH	✓	✓	✓	✓	✓	✓			
WEST VIRGINIA	✓	✓	✓	✓	✓	✓			
ALABAMA	✓	✓	✓	✓	✓	✓			
NEW YORK	✓	✓	✓	✓	✓	✓			
NORTH CAROLINA	✓	✓	✓	✓	✓	in progress			
OREGON	✓	✓	✓	✓	✓	in progress			
VIRGINIA	✓	✓	✓	✓	✓	✓			
WISCONSIN	✓	✓	✓	✓	✓	✓			
CALIFORNIA	✓	✓	✓	✓	✓	✓			
COLORADO	✓	✓	✓	✓	✓	✓			
IDAHO	✓	✓	✓	✓	✓	✓			
MAINE	✓	✓	✓	✓	✓	✓			
MICHIGAN	✓	✓	✓	✓	✓	✓			
NEW JERSEY	✓	✓	✓	✓	✓	✓			
ARIZONA	✓	✓	✓	✓	✓	✓			
CONNECTICUT	✓	✓	✓	✓	✓	in progress			
DELAWARE	✓	✓	✓	✓	✓	✓			
DISTRICT OF COLUMBIA	✓	✓	✓	✓	✓	✓			
NEW HAMPSHIRE	✓	✓	✓	✓	✓	✓			
NORTH DAKOTA	✓	✓	✓	✓	✓	✓			
OHIO	✓	✓	✓	✓	✓	✓			
PENNSYLVANIA	✓	✓	✓	✓	✓	✓			
RHODE ISLAND	✓	✓	✓	✓	✓	✓			
WYOMING	✓	✓	✓	✓	✓	✓			
ILLINOIS	✓	✓	✓	✓	✓	in progress			
KANSAS	✓	✓	✓	✓	✓	in progress			
MASSACHUSETTS	✓	✓	✓	✓	✓	in progress			
MISSISSIPPI	✓	✓	✓	✓	✓	✓			
MISSOURI	✓	✓	✓	✓	✓	✓			
NEVADA	✓	✓	✓	✓	✓	✓			
ALASKA	✓	✓	✓	✓	✓	in progress			
HAWAII	✓	✓	✓	✓	✓	in progress			
IDAHO	✓	✓	✓	✓	✓	✓			
MINNESOTA	✓	✓	✓	✓	✓	✓			
SOUTH CAROLINA	✓	✓	✓	✓	✓	✓			
VERMONT	✓	✓	✓	✓	✓	✓			
WASHINGTON	✓	✓	✓	✓	✓	✓			
NEBRASKA	✓	✓	✓	✓	✓	in progress			
SOUTH DAKOTA	✓	✓	✓	✓	✓	in progress			
MONTANA	✓	✓	✓	✓	✓	in progress			
U.S.*	81.1	47	22	26	51	38			

Note: States are ordered based on unrounded scores.

*The U.S. row reports the grade and score for the average state and the numbers of states receiving credit for policies in the respective columns.

SOURCE: EPE Research Center, 2013

			EQUITY				SPENDING			
STATE	GRADE	SCORE	WEALTH-NEUTRALITY SCORE (2010) ¹	McLOONE INDEX (2010) ²	COEFFICIENT OF VARIATION (2010) ³	RESTRICTED RANGE (2010) ⁴	PER-PUPIL EXPENDITURES (PPE), ADJUSTED FOR REGIONAL COST DIFFERENCES (2010)	PERCENT OF STUDENTS IN DISTRICTS WITH PPE AT OR ABOVE U.S. AVERAGE (2010) ⁵	SPENDING INDEX (2010) ⁶	PERCENT OF TOTAL TAXABLE RESOURCES SPENT ON EDUCATION (2010)
			Relationship between district funding and local property wealth (negative value indicates higher funding for poorer districts)	Actual spending as percent of amount needed to bring all students to median level	Amount of disparity in spending across districts (lower value indicates greater equity)	Difference in per-pupil spending levels at the 95th and 5th percentiles			Per-pupil spending levels weighted by the degree to which districts meet or approach the national average for expenditures (cost and student need adjusted)	
WYOMING	A	92.7	-0.057	92.8%	0.131	\$4,403	\$18,814	100.0%	100.0	4.4%
WEST VIRGINIA	A-	90.1	0.009	94.3	0.078	2,343	13,854	88.4	99.0	4.7
NEW YORK	B+	87.9	0.070	90.9	0.148	7,481	16,239	100.0	100.0	4.6
VERMONT	B+	87.0	0.093	83.6	0.210	9,977	18,924	88.0	98.4	5.8
CONNECTICUT	B+	86.9	0.084	91.1	0.134	5,608	14,273	100.0	100.0	4.1
RHODE ISLAND	B	86.6	0.144	87.8	0.122	4,347	14,571	96.1	100.0	4.1
NEW JERSEY	B	86.2	0.036	91.1	0.188	9,684	15,384	99.9	100.0	4.9
MARYLAND	B	86.0	0.243	91.5	0.105	3,780	12,953	100.0	100.0	4.2
MASSACHUSETTS	B	84.5	0.083	88.2	0.169	5,618	13,507	99.3	100.0	3.8
MAINE	B	84.4	0.133	87.7	0.162	5,076	14,914	82.4	96.4	4.6
WISCONSIN	B	83.8	0.073	92.6	0.101	2,883	12,067	71.5	98.6	4.0
PENNSYLVANIA	B-	81.7	0.172	91.2	0.148	4,620	13,356	70.6	98.5	4.2
ALASKA	B-	81.3	-0.187	88.9	0.352	13,535	16,675	96.2	98.8	4.1
DELAWARE	B-	79.5	0.090	87.2	0.158	4,857	12,017	87.5	99.3	2.4
NEBRASKA	C+	78.2	-0.188	93.5	0.167	4,737	13,549	32.2	90.5	3.6
VIRGINIA	C+	77.4	0.203	89.7	0.128	3,787	9,786	70.6	97.3	3.1
OHIO	C+	77.2	0.081	90.4	0.173	4,877	11,719	43.4	94.0	4.3
ILLINOIS	C+	77.1	0.224	89.2	0.153	6,111	11,372	68.2	96.0	3.8
NEW HAMPSHIRE	C+	76.8	0.119	86.3	0.233	9,973	14,045	70.2	96.9	4.0
KANSAS	C+	76.8	-0.002	89.4	0.143	3,784	11,785	38.1	90.1	3.8
LOUISIANA	C	75.3	0.219	89.6	0.147	3,426	12,341	50.5	95.3	2.9
MICHIGAN	C	75.0	0.162	80.7	0.137	3,940	10,700	26.8	91.0	4.6
MINNESOTA	C	74.3	0.074	90.4	0.166	3,841	11,034	34.4	92.0	3.4
INDIANA	C	74.0	0.048	89.8	0.148	3,973	10,672	16.7	88.5	4.5
NORTH DAKOTA	C	73.8	0.104	92.4	0.136	4,061	13,119	30.1	90.9	2.7
ARKANSAS	C	73.7	0.088	90.5	0.139	3,024	11,275	14.3	85.8	4.2
IOWA	C	73.1	0.053	93.2	0.116	3,125	11,640	11.6	87.5	3.4
MONTANA	C	72.9	0.127	92.6	0.218	5,777	14,281	26.9	88.4	3.7
WASHINGTON	C	72.5	0.097	93.6	0.127	2,721	9,145	27.4	90.4	3.1
NEW MEXICO	C-	72.0	0.038	91.8	0.191	4,382	10,970	17.4	87.5	3.9
GEORGIA	C-	71.7	0.185	91.0	0.142	3,852	9,606	22.0	91.0	3.8
ALABAMA	C-	71.6	0.147	93.2	0.093	2,358	10,166	6.4	87.1	3.6
OREGON	C-	71.5	0.091	90.0	0.132	2,856	10,142	21.7	88.1	2.9
KENTUCKY	C-	71.3	0.056	85.6	0.135	3,322	10,139	11.8	86.1	3.6
SOUTH CAROLINA	C-	70.8	0.228	90.5	0.140	3,772	10,073	13.4	85.5	4.2
MISSOURI	C-	70.6	0.134	91.2	0.158	4,231	10,747	15.0	87.5	3.6
COLORADO	C-	69.7	0.085	94.7	0.152	2,482	9,306	7.4	86.6	3.2
CALIFORNIA	C-	69.6	0.054	90.1	0.163	3,274	8,482	20.3	87.2	2.9
FLORIDA	D+	69.3	0.151	93.9	0.084	2,116	9,572	2.4	83.2	3.0
SOUTH DAKOTA	D+	68.9	0.035	92.4	0.177	4,469	11,859	12.3	79.6	2.7
TEXAS	D+	68.6	0.090	90.9	0.199	4,487	8,882	17.7	85.0	3.5
TENNESSEE	D+	67.4	0.100	90.4	0.112	2,477	8,831	1.1	78.5	2.9
ARIZONA	D+	67.3	0.102	92.2	0.130	3,292	8,698	5.1	74.2	3.3
OKLAHOMA	D+	66.8	0.052	88.4	0.158	3,044	9,430	2.6	71.8	3.2
MISSISSIPPI	D	66.1	0.236	89.6	0.157	4,126	9,756	2.8	76.0	3.7
NEVADA	D	65.9	-0.045	NA ⁷	0.132	2,028	8,419	4.6	81.4	3.1
UTAH	D	65.7	0.006	97.0	0.146	1,852	7,042	1.0	59.8	3.3
NORTH CAROLINA	D	63.7	0.394	90.6	0.138	3,157	8,713	7.3	81.4	2.6
IDAHO	D-	61.2	0.361	89.9	0.218	3,370	8,818	3.5	68.5	3.1
DISTRICT OF COLUMBIA ⁸	NA	NA	NA	NA	NA	NA	17,020	100.0	100.0	NA ⁴
HAWAII ⁹	NA	NA	NA	NA	NA	NA	12,366	100.0	100.0	3.3
U.S. ¹⁰	C	75.3	0.099	88.7%	0.153	\$4,411	\$11,824	43.7%	90.0	3.7%

Note: States are ordered based on unrounded scores.

¹Figures in this column are adjusted to reflect regional cost differences and weighted for student needs.

²The Clark County school district enrolls the majority of students in Nevada, making its per-pupil spending the statewide median. In addition, Clark County is Nevada's lowest-spending district. Because of these two factors, a value for the McLoone Index comparable to other states' cannot be calculated. Nevada's grade is based on all other available indicators.

³The District of Columbia and Hawaii are single-district jurisdictions. As a result, it is not possible to calculate measures of financial equity, which capture the distribution of funding across districts within a state. The District of Columbia and Hawaii do not receive grades for school finance.

⁴The District of Columbia does not have a state-level revenue source.

⁵The U.S. row reports the indicator value for the average state.

SOURCE: EPE Research Center, 2013

State	NAEP Mathematics 2011 Percent Proficient		NAEP Reading 2011 Percent Proficient		NAEP Math Scale Score Change 2001 to 2011		NAEP Reading Scale Score Change 2001 to 2011		National School Lunch Program Noneligible Households 2011		First-Year Gap Change 2000 to 2011 (negative value = narrowing gap)	
	4th Grade	8th Grade	4th Grade	8th Grade	4th Grade	8th Grade	4th Grade	8th Grade	NAEP Scale Score Difference	NAEP Scale Score Difference	4th Grade	8th Grade
ALABAMA	8.5	51.2	50.4	40.1	+11.7	+12.0	+3.2	+2.5	27.6	27.6	+0.9	-6.1
ALASKA	84.8	50.7	43.9	48.8	+3.2	+2.4	+2.4	+2.4	25.4	25.4	-5.1	-5.4
ARIZONA	83.5	40.4	47.6	38.9	+10.0	+10.3	+12.1	+8.6	27.4	32.4	+1.1	+2.2
ARKANSAS	78.0	49.1	41.3	44.4	+4.3	+4.6	+4.2	+3.3	22.4	25.0	+5.7	+1.5
CALIFORNIA	78.0	57.2	43.4	38.6	+8.7	+8.5	+2.6	+1.3	19.6	20.8	-0.6	-0.6
COLORADO	78.1	45.0	35.7	41.5	+8.0	+7.0	+2.4	+3.0	19.5	20.8	+4.3	+2.1
CONNECTICUT	74.6	47.9	41.4	38.0	+3.7	+7.6	+8.5	+8.5	27.3	30.3	-5.8	-0.7
DELAWARE	74.4	38.7	34.4	35.8	+8.1	+7.8	+3.0	+0.7	28.1	28.1	+3.0	+0.8
FLORIDA	74.4	47.6	33.3	39.3	+7.3	+4.3	-0.3	+2.4	30.4	27.3	+1.2	+1.6
GEORGIA	73.8	43.5	38.5	40.3	+9.2	+8.3	-0.2	+3.0	33.4	30.3	+8.7	+0.3
HAWAII	73.4	38.8	32.4	38.5	+6.6	+8.8	-1.8	+1.5	21.5	21.3	+4.6	+1.7
ILLINOIS	72.4	27.7	35.2	28.8	+6.1	+8.5	+8.5	+4.8	22.8	24.3	-3.5	-4.0
INDIANA	71.5	30.7	35.5	38.3	+12.1	+7.3	+4.1	+2.6	20.7	23.2	+4.8	+0.7
IOWA	71.3	41.0	33.6	34.9	+7.9	+4.8	+0.4	+0.4	25.7	28.6	+4.5	-3.6
KANSAS	71.2	38.9	33.7	38.9	+8.3	+7.0	+2.0	+1.7	25.3	24.9	-0.4	-0.4
KENTUCKY	71.2	44.7	42.0	44.7	+1.8	+3.3	-0.9	+7.5	33.3	33.7	+2.4	+1.8
LOUISIANA	70.8	38.1	32.6	38.5	+3.8	+6.3	+2.7	+2.8	25.6	23.4	+4.1	-0.4
MAINE	70.9	39.5	32.6	33.9	+5.4	+6.7	+2.8	+3.8	20.9	19.8	+2.2	-0.1
MARYLAND	70.7	44.3	33.7	33.4	+11.3	+8.0	+6.1	+1.2	28.5	28.1	-2.1	-2.3
MASSACHUSETTS	70.6	38.2	33.3	33.3	+2.5	+5.0	+0.1	+1.2	27.8	26.1	+0.6	-1.9
MICHIGAN	70.5	37.0	32.4	27.5	+6.1	+6.1	+3.1	+0.8	32.4	26.8	+2.4	-7.3
MINNESOTA	70.3	42.6	35.8	34.1	+8.1	+8.8	+7.2	+4.6	25.7	25.8	-1.7	-6.0
MISSISSIPPI	70.2	37.0	35.0	35.1	+1.6	+4.9	+3.9	+1.0	14.6	20.7	-2.3	+3.3
MISSOURI	70.1	40.4	34.4	37.0	+0.6	+0.7	+0.3	+6.4	23.8	23.6	-0.2	-7.4
MONTANA	69.1	40.8	36.1	35.5	+4.5	+5.4	+3.4	+1.3	24.1	25.8	+8.8	+3.2
NEBRASKA	69.1	37.4	34.4	32.7	+2.8	+4.3	+2.0	+2.6	16.3	16.3	-0.3	-1.0
NEVADA	69.1	20.0	21.2	26.0	+12.0	+21.1	+5.4	+5.8	24.5	10.2	+3.0	-2.8
NEW HAMPSHIRE	67.9	31.9	36.1	32.7	+4.5	+5.6	+1.2	+1.0	22.9	23.0	+3.2	-0.9
NEW JERSEY	67.8	41.7	31.3	35.3	+8.7	+8.7	+2.5	+1.3	23.3	21.5	+2.8	-0.3
NEW MEXICO	67.8	31.5	28.1	28.2	+8.2	+7.9	+3.5	+4.8	27.3	27.9	+4.0	-1.0
NEW YORK	67.3	34.9	33.5	35.4	+7.8	+2.7	+1.1	+2.8	22.7	22.0	+2.6	+2.1
NORTH CAROLINA	67.2	34.1	32.7	31.8	+5.9	+3.8	+0.3	-0.1	22.5	21.0	-0.8	-0.8
NORTH DAKOTA	66.3	28.3	36.1	27.8	+8.8	+5.3	+2.9	+1.1	25.5	22.7	+2.9	+2.6
OHIO	65.7	25.3	24.6	23.7	+8.7	+5.7	+3.9	+3.9	32.2	28.6	+1.3	-1.2
OKLAHOMA	65.6	26.6	25.5	26.3	+8.5	+10.1	+5.6	+5.9	24.9	20.5	+0.6	+0.4
OREGON	65.4	31.5	34.0	35.2	+5.7	+8.2	-1.9	+6.6	27.6	23.2	+3.6	+0.2
PENNSYLVANIA	65.4	27.3	28.6	26.7	+8.3	+7.3	+1.9	+1.6	20.1	18.6	-3.3	-2.2
RHODE ISLAND	65.3	32.8	36.3	34.6	+3.5	+10.0	+2.7	+1.4	23.9	23.9	+3.3	-1.1
SOUTH CAROLINA	64.7	43.1	33.2	32.7	+4.1	+4.1	-2.6	-3.0	25.7	22.9	+4.0	-1.0
TENNESSEE	64.4	38.8	31.2	32.1	+0.7	+3.7	+0.1	+0.8	28.2	25.2	-2.4	-2.4
TEXAS	64.1	29.5	25.8	27.8	+3.1	+5.9	+2.7	+1.1	25.5	25.1	+1.2	-3.5
UTAH	64.0	38.6	25.8	31.0	+3.4	+4.2	-3.6	+4.9	31.8	25.5	+0.4	+0.3
VERMONT	63.9	27.3	31.5	25.6	+1.5	+7.2	+13.2	+5.2	28.4	27.9	-5.1	-1.5
VIRGINIA	63.4	31.8	28.3	28.6	+1.3	+3.7	+0.1	+2.2	28.8	26.3	+2.9	+0.3
WASHINGTON	62.6	22.7	30.4	22.7	+0.5	+1.6	-1.2	+0.2	25.2	23.7	+7.8	+3.9
WEST VIRGINIA	62.1	23.5	26.5	22.1	+10.3	+11.2	+4.8	+4.3	25.7	21.5	+0.5	-1.2
WISCONSIN	58.1	23.9	22.6	22.2	+4.5	+6.5	+3.7	+1.2	25.1	21.8	+3.2	-2.3
WYOMING	58.3	31.2	26.7	24.1	+3.9	+4.8	-4.8	-3.5	23.8	17.8	+5.3	-0.7
MISSISSIPPI	58.6	25.1	21.8	21.0	+7.0	+8.3	+3.7	-1.2	25.8	27.8	-2.1	+3.6
DISTRICT OF COLUMBIA	58.3	21.6	18.8	16.1	+15.9	+17.4	+12.3	+3.4	35.1	25.0	+15.5	+6.7

K-12 ACHIEVEMENT

	NAEP Math 2011 Percent "Advanced"	NAEP Math Percent "Advanced" Change 2003 to 2011	Graduation Rates (All Students, Public Schools)	High Test Scores (3 or Above) Per 100 Students in Grades 11 and 12 (Public Schools)	
	8th Grade	8th Grade	2008	2010	
			Change 2000 to 2008	Change 2000 to 2010	
MASSACHUSETTS	15.3%	+7.0%	77.5%	27.6	+14.9
NEW JERSEY	13.6	+7.2	86.9	26.8	+14.5
MARYLAND	11.9	+5.1	76.8	43.8	+29.5
VERMONT	13.2	+6.4	82.7	22.1	+13.1
NEW HAMPSHIRE	10.8	+4.3	78.2	15.9	+9.6
MONTANA	10.9	+5.3	75.8	12.7	+6.0
PENNSYLVANIA	9.5	+4.3	77.7	15.9	+8.2
VIRGINIA	11.2	+5.4	72.7	37.4	+21.9
MINNESOTA	13.3	+4.6	78.0	21.0	+13.8
COLORADO	12.3	+4.8	73.3	25.5	+16.3
MAINE	10.3	+5.3	76.5	22.7	+14.8
FLORIDA	5.5	+1.4	63.9	31.3	+21.0
KENTUCKY	6.4	+2.7	72.8	16.4	+11.7
WISCONSIN	9.2	+2.8	81.3	21.0	+11.9
OHIO	8.3	+3.3	74.3	16.7	+10.2
CONNECTICUT	9.8	+1.5	79.2	29.7	+17.7
TEXAS	9.0	+4.9	66.6	23.2	+14.3
IDAHO	8.7	+4.3	75.6	13.8	+8.8
RHODE ISLAND	7.3	+4.2	69.7	12.4	+7.2
NORTH CAROLINA	9.7	+2.6	72.8	24.6	+14.9
ILLINOIS	8.1	+2.2	78.8	25.0	+14.3
GEORGIA	5.0	+1.9	58.8	25.7	+18.6
NORTH DAKOTA	8.3	+3.4	80.2	8.1	+1.4
NEW YORK	6.7	+0.8	71.8	31.3	+13.8
WASHINGTON	11.0	+5.0	85.6	19.4	+13.4
KANSAS	8.5	+2.0	75.8	11.2	+6.9
WYOMING	7.1	+2.7	71.3	7.0	+3.5
HAWAII	5.9	+3.6	65.8	9.0	+4.0
DELAWARE	6.9	+2.5	67.6	19.1	+12.8
SOUTH DAKOTA	8.3	+3.5	78.7	12.7	+6.6
ARIZONA	7.2	+4.5	67.0	12.4	+8.2
UTAH	6.9	+1.3	71.9	21.6	+4.8
INDIANA	6.7	+1.5	72.8	13.0	+8.5
ARKANSAS	4.8	+2.6	69.7	15.5	+11.2
CALIFORNIA	6.2	+1.8	73.0	27.1	+14.8
NEVADA	6.0	+3.2	44.3	15.6	+9.8
MISSOURI	6.7	+2.6	76.9	9.6	+6.4
OKLAHOMA	4.3	+2.3	70.0	12.9	+6.7
NEBRASKA	6.7	+1.6	77.3	9.2	+6.5
IOWA	7.6	+2.1	79.6	11.2	+6.4
MICHIGAN	5.7	+1.0	73.6	16.5	+9.4
TENNESSEE	4.6	+1.7	76.9	10.5	+5.7
ALASKA	7.4	+1.7	66.3	13.7	+5.4
ALABAMA	2.8	+0.9	64.8	10.5	+6.8
SOUTH CAROLINA	7.1	+2.3	58.6	17.0	+8.2
OREGON	7.4	+0.8	72.6	13.0	+8.4
NEW MEXICO	3.7	+2.0	57.1	9.8	+4.6
LOUISIANA	2.9	+1.1	59.6	4.1	+2.2
WEST VIRGINIA	2.9	+1.2	71.7	8.6	+3.8
MISSISSIPPI	2.9	+1.9	61.4	3.8	+1.9
DISTRICT OF COLUMBIA	3.4	+2.2	43.0	12.6	+6.0
U.S.					

STANDARDS ASSESSMENT ACCOUNTABILITY

State	Grade	Score	State has standards that are course- or grade-specific (2011-12)				State has supplementary resources or guides for educators that elaborate on official academic-standards documents (2011-12)	
			English/ language arts	Mathematics	Science	Social studies/ history	All core-subject areas	Particular student populations
INDIANA	A	97.8	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
LOUISIANA	A	97.2	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
WEST VIRGINIA	A	96.7	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
OHIO	A	96.1	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
FLORIDA	A	95.0	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
ARKANSAS	A	94.4	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
SOUTH CAROLINA	A	94.4	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
OKLAHOMA	A	93.3	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
VIRGINIA	A	93.3	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
CALIFORNIA	A	92.8	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
MISSISSIPPI	A	92.8	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
NORTH CAROLINA	A	92.8	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
ALABAMA	A-	92.2	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
TEXAS	A-	92.2	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
NEW MEXICO	A-	92.0	ES MS HS	ES MS	ES MS	ES MS	✓	✓
NEW YORK	A-	92.0	ES MS HS	ES MS HS	HS	ES HS	✓	✓
MICHIGAN	A-	91.6	ES MS HS	ES MS HS	ES HS	ES MS HS	✓	✓
GEORGIA	A-	91.1	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
ILLINOIS	A-	91.0	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
KENTUCKY	A-	90.2	ES MS HS	ES MS HS	MS	MS	✓	✓
TENNESSEE	A-	90.0	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
HAWAII	B+	88.9	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
MASSACHUSETTS	B+	88.4	HS	HS	HS	ES MS HS	✓	✓
MARYLAND	B+	88.3	ES MS	ES MS HS	ES MS HS	ES MS HS	✓	✓
ARIZONA	B+	87.6	ES MS HS	ES MS HS	ES MS	ES MS	✓	✓
DELAWARE	B+	87.5	ES MS HS	ES MS HS	ES MS HS		✓	✓
IDaho	B+	86.6	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
NORTH DAKOTA	B	85.4	ES MS HS	ES MS HS	ES MS HS	ES MS	✓	✓
RHODE ISLAND	B	85.1	ES MS HS	ES MS HS			✓	✓
DISTRICT OF COLUMBIA	B	82.7	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
VERMONT	B	82.7	ES MS	ES MS			✓	✓
COLORADO	B-	81.8					✓	✓
UTAH	B-	81.7	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
KANSAS	B-	81.2	ES MS	ES MS		ES MS	✓	✓
OREGON	B-	80.1	ES MS	ES MS	ES MS		✓	✓
WYOMING	C+	79.3	ES MS	ES MS			✓	✓
WASHINGTON	C+	79.1	ES MS	ES MS HS		ES MS HS	✓	✓
MISSOURI	C+	78.9	ES MS HS	ES MS HS	ES MS HS	ES MS HS	✓	✓
CONNECTICUT	C+	78.6	ES MS	ES MS	ES MS HS	HS	✓	✓
PENNSYLVANIA	C+	77.7	ES MS	ES MS			✓	✓
MONTANA	C	76.3	ES MS HS	ES MS	ES MS		✓	✓
NEW HAMPSHIRE	C	76.0	ES MS HS	ES MS			✓	✓
ALASKA	C	76.0	MS	MS	MS		✓	✓
NEW JERSEY	C	75.5	ES MS	ES MS			✓	✓
NEVADA	C	75.4	ES MS	ES MS		ES	✓	✓
WISCONSIN	C	75.2					✓	✓
IOWA	C	74.5	MS HS	MS HS	MS HS		✓	✓
SOUTH DAKOTA	C	73.0	ES MS HS	ES MS	ES MS	ES MS	✓	✓
MINNESOTA	C-	71.2	ES MS	ES MS	ES MS		✓	✓
MAINE	C-	69.6	MS	MS			✓	✓
NEBRASKA	D+	67.6	ES MS	ES MS			✓	✓
U.S.								

Key: Core subjects: ES=English/language arts; MS=mathematics; HS=history/social studies.

Grade spans: ES=elementary school; MS=middle school; HS=high school.

Notes: States are ordered based on unrounded scores. States with scores of 80 or higher are shaded green. States with scores of 70 or higher are shaded yellow. States with scores of 60 or higher are shaded orange.

The U.S. row reports the grade and score for the average state and the number of states reporting data for each of the respective columns. States are listed for each grade span at which standards are adopted or grade-specific standards are used and assessments are aligned to state standards.

SOURCE: ERF Research Center, 2012.

[illegible]

State	Grade	Initial Licensure Requirements for All Prospective Teachers (must apply to alternative route teachers)				Dissemination of Field Teaching for All Schools			Evaluation of Teacher Performance			Accountability for Effectiveness of Teacher Education Programs			Data Systems to Monitor Quality		
		State requires substantial coursework in subject area(s) taught	Prospective teachers must pass written test	State requires clinical experience during teacher training	Student-teaching experience (weeks)	Other clinical experiences (hours)	Direct observation of out-of-field teachers	Share in total or cap on the number of out-of-field teachers	State requires all teachers' performance to be formally evaluated	Teacher evaluation is tied to student achievement	Teacher evaluation based on an annual book	State requires all relevant to receive formal training	State publishes annual ratings of teacher preparation institutions	Programs are subject to performance in classroom setting	State links teachers to students' growth data	State links teachers to their performance data	State links teachers to their selection process
ALABAMA	B+	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ALASKA	B+	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ARIZONA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ARKANSAS	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CALIFORNIA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COLORADO	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CONNECTICUT	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DELAWARE	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
FLORIDA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
GEORGIA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HAWAII	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ILLINOIS	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
INDIANA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
IOWA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
KANSAS	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
KENTUCKY	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LOUISIANA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MAINE	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MARYLAND	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MASSACHUSETTS	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MICHIGAN	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MINNESOTA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MISSISSIPPI	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MISSOURI	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MONTANA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MONTGOMERY	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NEBRASKA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NEVADA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NEW HAMPSHIRE	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NEW JERSEY	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NEW YORK	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NORTH CAROLINA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NORTH DAKOTA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
OHIO	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
OKLAHOMA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
OREGON	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PENNSYLVANIA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RHODE ISLAND	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SOUTH CAROLINA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SOUTH DAKOTA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
TENNESSEE	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
TEXAS	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
UTAH	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
VIRGINIA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WASHINGTON	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WEST VIRGINIA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WISCONSIN	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WYOMING	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
YUCCA	B	✓	✓	✓	12*	100*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

State	Reducing Entry and Transfer Barriers (2011-12)		Teacher Salaries		Incentives for Teacher Leadership and Performance (2011-12)			Managing the Allocation of Talent (2011-12)		
	State requires an alternative route teacher-preparation program to recruit and retain candidates with at least a B.A. degree (other states)	State policy allows portability of teacher pension across state lines	State requires all districts to report average teacher salaries at the school level (2011-12)	State has pay-for-performance program or plan for rewarding teachers for raising student achievement	State formally recognizes differentiated roles for teachers	State provides incentives or rewards for teachers taking on differentiated roles	State provides financial incentives for teachers to earn national-board certification	State provides incentives to teachers who work in targeted hard-to-staff assignments	State provides incentives for national-board-certified teachers to work in targeted schools	State provides incentives to principals who work in targeted schools
SOUTH CAROLINA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ARKANSAS	✓	✓	✓	94.1	✓	✓	✓	✓	✓	✓
MAINE	✓	✓	✓	95.0	✓	✓	✓	✓	✓	✓
FLORIDA	✓	✓	✓	84.7	✓	✓	✓	✓	✓	✓
KENTUCKY	✓	✓	✓	98.7	✓	✓	✓	✓	✓	✓
MICHIGAN	✓	✓	✓	98.2	✓	✓	✓	✓	✓	✓
NEW YORK	✓	✓	✓	108.7	✓	✓	✓	✓	✓	✓
WEST VIRGINIA	✓	✓	✓	84.0	✓	✓	✓	✓	✓	✓
TENNESSEE	✓	✓	✓	82.0	✓	✓	✓	✓	✓	✓
GEORGIA	✓	✓	✓	94.2	✓	✓	✓	✓	✓	✓
LOUISIANA	✓	✓	✓	85.7	✓	✓	✓	✓	✓	✓
WISCONSIN	✓	✓	✓	100.8	✓	✓	✓	✓	✓	✓
ILLINOIS	✓	✓	✓	99.6	✓	✓	✓	✓	✓	✓
MASSACHUSETTS	✓	✓	✓	100.0	✓	✓	✓	✓	✓	✓
TEXAS	✓	✓	✓	96.1	✓	✓	✓	✓	✓	✓
NORTH CAROLINA	✓	✓	✓	80.7	✓	✓	✓	✓	✓	✓
HAWAII	✓	✓	✓	100.0	✓	✓	✓	✓	✓	✓
OHIO	✓	✓	✓	107.1	✓	✓	✓	✓	✓	✓
ALABAMA	✓	✓	✓	91.5	✓	✓	✓	✓	✓	✓
IDAHO	✓	✓	✓	115.8	✓	✓	✓	✓	✓	✓
MICHIGAN	✓	✓	✓	105.9	✓	✓	✓	✓	✓	✓
MINNESOTA	✓	✓	✓	87.2	✓	✓	✓	✓	✓	✓
UTAH	✓	✓	✓	88.8	✓	✓	✓	✓	✓	✓
NEW MEXICO	✓	✓	✓	87.6	✓	✓	✓	✓	✓	✓
OKLAHOMA	✓	✓	✓	103.3	✓	✓	✓	✓	✓	✓
CALIFORNIA	✓	✓	✓	101.9	✓	✓	✓	✓	✓	✓
WASHINGTON	✓	✓	✓	125.0	✓	✓	✓	✓	✓	✓
BRITISH COLUMBIA	✓	✓	✓	90.9	✓	✓	✓	✓	✓	✓
ONTARIO	✓	✓	✓	95.9	✓	✓	✓	✓	✓	✓
CONNECTICUT	✓	✓	✓	95.9	✓	✓	✓	✓	✓	✓
VERMONT	✓	✓	✓	113.0	✓	✓	✓	✓	✓	✓
NEBRASKA	✓	✓	✓	91.3	✓	✓	✓	✓	✓	✓
KANSAS	✓	✓	✓	95.5	✓	✓	✓	✓	✓	✓
MISSOURI	✓	✓	✓	95.4	✓	✓	✓	✓	✓	✓
ILLINOIS	✓	✓	✓	91.2	✓	✓	✓	✓	✓	✓
MAINE	✓	✓	✓	91.3	✓	✓	✓	✓	✓	✓
MINNESOTA	✓	✓	✓	91.6	✓	✓	✓	✓	✓	✓
NEW JERSEY	✓	✓	✓	92.3	✓	✓	✓	✓	✓	✓
WYOMING	✓	✓	✓	131.4	✓	✓	✓	✓	✓	✓
NORTH DAKOTA	✓	✓	✓	88.2	✓	✓	✓	✓	✓	✓
MISSISSIPPI	✓	✓	✓	83.3	✓	✓	✓	✓	✓	✓
COLORADO	✓	✓	✓	84.9	✓	✓	✓	✓	✓	✓
UTAH	✓	✓	✓	96.7	✓	✓	✓	✓	✓	✓
NEW HAMPSHIRE	✓	✓	✓	99.2	✓	✓	✓	✓	✓	✓
OREGON	✓	✓	✓	97.2	✓	✓	✓	✓	✓	✓
FLORIDA	✓	✓	✓	93.2	✓	✓	✓	✓	✓	✓
ARIZONA	✓	✓	✓	93.4	✓	✓	✓	✓	✓	✓
CALIFORNIA	✓	✓	✓	95.3	✓	✓	✓	✓	✓	✓
SOUTH CAROLINA	✓	✓	✓	93.2	✓	✓	✓	✓	✓	✓
IDAHO	✓	✓	✓	92.7	✓	✓	✓	✓	✓	✓
ALASKA	✓	✓	✓	101.8	✓	✓	✓	✓	✓	✓
9.5										

1. Data were collected from state education agency websites or by direct communication with state education agencies.

State	Supports for Beginning Teachers				Professional Development			School Leadership			School Working Conditions		
	All new teachers are required to participate in a state-funded induction program	All new teachers are required to participate in a state-funded induction program	Monitoring programs for all beginning teachers	State has standards for selecting, training, and mentoring new teachers	State has a reduced workload policy for first-year teachers	State has formal professional development standards	State finances professional development for all districts	State requires districts to set aside time for professional development	State requires districts to sign contracts to sign with local practices and goals	State has standards for licensure of school administrators	State requires superintendent to manage program	State has a leadership program or replicates to best class size	State has a leadership program or replicates to best class size
State	ACT 12	ACT 12	ACT 12	ACT 12	ACT 12	ACT 12	ACT 12	ACT 12	ACT 12	ACT 12	ACT 12	ACT 12	ACT 12
ALABAMA													
ALASKA													
ARIZONA													
ARKANSAS													
CALIFORNIA													
COLORADO													
CONNECTICUT													
DELAWARE													
FLORIDA													
GEORGIA													
ILLINOIS													
INDIANA													
IOWA													
KANSAS													
KENTUCKY													
LOUISIANA													
MAINE													
MARYLAND													
MASSACHUSETTS													
MICHIGAN													
MINNESOTA													
MISSISSIPPI													
MISSOURI													
MONTANA													
NEBRASKA													
NEVADA													
NEW HAMPSHIRE													
NEW JERSEY													
NEW YORK													
NORTH CAROLINA													
NORTH DAKOTA													
OHIO													
OKLAHOMA													
OREGON													
PENNSYLVANIA													
RHODE ISLAND													
SOUTH CAROLINA													
SOUTH DAKOTA													
TENNESSEE													
TEXAS													
UTAH													
VIRGINIA													
WASHINGTON													
WEST VIRGINIA													
WISCONSIN													
WYOMING													

Source: U.S. Department of Education, Office of Education Policy, 2012



ALBUQUERQUE PUBLIC SCHOOLS

Accelerate Progress for Students

ATTACHMENT 2

Winston Brooks
Superintendent

RECEIVED

JUN 13 2013

May 23, 2013

LESC

The Honorable John Sapien
1600 West Ella
Corrales, NM 87048

Dear Senator Sapien,

It's been a great year of progress in the Albuquerque Public Schools! Now that the 2012-2013 school year is coming to a close, I wanted to take a moment to share with you some exciting news about APS and education in New Mexico.

We just wrapped up a tremendous graduation season; this is a diverse group of graduates with plans as wide and varied as their backgrounds, cultures and personalities. Some are continuing their education at prestigious universities hundreds of miles from home, while others will become Lobos, Greyhounds or Aggies on lottery scholarships. Some see themselves as lawyers and doctors and teachers, while others already are committed to serving their country in the military or law enforcement. When I first became superintendent five years ago, our graduation rate was abysmal. We all knew we had to do more – all of us: the Board of Education, principals, teachers, families, community and, yes, our students. We set the goal of a 70 percent graduation rate. And we met it. That's progress. But we are constantly pushing ourselves to do better, so, we recently set a new four-year graduation goal of 75 percent.

That progress is not just happening in APS, but around our great state. When thinking about the truth of our progress, I think it's important to clear up some misinformation about how well New Mexico is doing in education. I hear time and time again in the community that people believe New Mexico is 49th in the nation in education. Some of you may have heard this information as well. That statistic comes from a publication called the *Education Weekly Quality Counts Survey*. Annually, *Quality Counts* grades and ranks every state in separate categories that reflect the overall condition of education and educational opportunities. *Quality Counts* then gives an overall grade and ranking for each state.

I have taken some time to analyze this year's data and we are **not** 49th in the nation. Overall, New Mexico ranks 35th in the nation! Last year we were 37th in the nation!

New Mexico grades and ranks are as follows:

Category	2013 NM Grade	2013 NM Rank	2013 U.S. Average
Chance for Success	D- (65.7 pts)	49 th	C+ (76.7 pts)
Transitions & Alignment	B+ (89.3 pts)	10 th	B- (81.1 pts)
School Finance	C- (72.0 pts)	30 th	C (75.8 pts)
K-12 Achievement	D- (62.1 pts)	47 th	C- (69.7 pts)
Standards & Assessments	A- (92.0 pts)	15 th	B (85.3 pts)
Teaching Profession	C (74.3 pts)	23 rd	C (72.5 pts)
Overall	C (75.9)	35th	C+ (76.9)

As the chart above explains, the overall score is divided into six categories, and there is **one** category in which New Mexico is 49th in the nation. I think we need to understand what makes up that one category. The full report card, which is attached to this letter, outlines that “Chance for Success” considers:

- Family income level
- Level of parent education
- Parent employment
- English language acquisition of the parent
- Statewide preschool enrollment
- Statewide kindergarten enrollment
- 4th grade reading proficiency on NAEP
- 8th grade math proficiency on NAEP
- Graduation percentages
- Young adults in post-secondary education institutions
- Adult educational attainment
- Annual average income level
- Steady employment for adults

As superintendent of our state’s largest school district, I absolutely do not want to brag about being 35th overall in the nation, because, quite frankly, it is not much to brag about. I also do not want this to be an argument for why the status quo is working. We know it’s not. In fact, APS has made considerable changes to our schools in the last year, which I will tell you about in a moment.

I simply wish to clarify the results of the *Quality Counts Survey* so we can talk about facts and not fiction. If we read the complete report and the overall national rankings, it is fact that New Mexico ranks 35th, not 49th. If we look at “K-12 Achievement,” New Mexico ranks 47th, not 49th. If we read what factors “Chance for Success” considers, the factors are as much about the community and the opportunities for the adults in our state than it is about the quality of teaching in our schools. Family income, unemployment and English language acquisition all impact education, but I am not sure those conditions are the fault of the current education system.

I think it is time we discuss the facts of our educational system so we can all have a common understanding of what we need to work on as a state. We need to celebrate our successes, admit our faults and come to practical solutions that systematically change the system that we all need to champion in our communities. That’s exactly what we are doing in APS.

We know that we have weaknesses in our schools. We know we need to do better. However, true reform does not happen overnight. We, as a district, must go to each one of our schools and discuss change on an individual basis. We must provide our parents with choices to guarantee that all students, regardless of their learning styles and individual circumstances, can thrive. Let me share with you just a few ways that show we are reformers:

New School Development

Virtual High School

APS is starting up a full-time virtual high school that will be located at eCADEMY. The school will blend online classes with face-to-face instruction. There will be no tuition or textbook fees for students.

APS @ CNM

APS has joined with the Central New Mexico Community College to develop a dual-credit school on the main CNM campus that will allow students to complete their high school diploma while earning a two-year college degree, certificate or credits towards a bachelor's degree.

International Baccalaureate Diploma Programme @ Sandia H.S.

Sandia High School is now an authorized International Baccalaureate World School, offering the academically rigorous Diploma Programme beginning in the fall of 2013 for incoming juniors. The program is offered to all qualified students in Albuquerque, regardless of their home school. The International Baccalaureate Diploma Programme is designed as an academically challenging and balanced program of education with final examinations that prepare students for success at the university level and beyond. The program has gained recognition and respect from the world's leading universities.

Southwest PreK-8

APS will begin construction on a new PreK-8 school on the far West Mesa in the fall of 2013. The school plans to open for the 2014-2015 school year. This school will alleviate overcrowding and elevated school populations in the surrounding elementary and middle schools.

School Redesigns

Rio Grande High School (2008 – Present)

- Elements included additional collaboration time so teachers can have common goals and strategies for learning, a commitment to support students before and after school and additional quality professional development for our teachers.
- Results are promising. RGHS has increased its math and reading scores including graduation rates. When we started this redesign RGHS had a graduation rate of only 36.4 percent. In 2012 the graduation rate was 55.6 percent. That's more than a 19 percentage point jump. That's something to be proud of.

Ernie Pyle Middle School (2009 – Present)

- Elements included additional collaboration time so teachers can have common goals and strategies for learning, smaller class sizes, mentoring responsibilities for all students and additional quality professional development for our teachers.
- EPMS has increased its math and reading scores and have more students who matriculate from eighth grade seamlessly to high school. Also, state assessment proficiency rates indicate that Hispanic students at EPMS are scoring as well as or better than their Caucasian class mates.

Emerson Elementary School (2012 – Present)

- Elements included additional collaboration time so teachers can have common goals and strategies for learning, quality additional professional development for our teachers and full transition to the Common Core State Standards for English Learners. The school is specifically implementing complex text for all students and using more technology to support learning.
- Phase one research is complete and results of the redesign show that the culture of the school has dramatically changed. For example, for the first time ever the school has a Parent-Teacher Association (PTA) where parents are involved and supporting the school. There needs to be more work done on community support systems to help families in the area especially to reduce mobility of students.

A. Montoya Elementary and Roosevelt Middle School (planning in 2012, consolidation coming soon)

- Elements include consolidating the schools to make a PreK-8 school in the East Mountains and introducing preschool for students who qualify.

Van Buren Middle School (Starting 2013 – 2014 school year)

- Elements include extra support for students by adding an additional social worker and counselor and ensuring all students have the enrichment opportunities they should have.

Eubank Elementary School (Starting 2013 – 2014 school year)

- Elements include implementing this school as a true fine arts magnet school. We will ensure that all students are taught in a variety of active and engaging formats by integrating fine arts into all academic areas. Additionally, we will implement the Common Core State Standards through the integration of fine arts. The arts program will provide the opportunity for children to develop skills and understanding in drama, visual arts, choral and instrumental music and dance. Additionally, the school will provide preschool for the first time and an extended school year using K-3+ state funding and district funding to extend the school year for fourth and fifth grade.

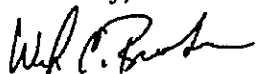
Program Expansion

- K-3+ will be introduced at seven new elementary schools in Albuquerque.
- Preschool will be introduced at six new elementary schools in Albuquerque including: A. Montoya, Barcelona, Bel-Air, Bellehaven, Eubank and Los Ranchos.
- APS will expand AVID to more than twenty four middle and high schools.
- Common Core will be fully implemented in all grades K-12.
- More than 4,000 interactive white boards will be installed in our schools and all teachers receiving an interactive white board will be required to attend professional development to use these tools in an effective manner for instruction.
- APS will pilot a full inclusion setting for students with severe behavioral and emotional disorders in regular education classrooms. Special education teachers will act as support for those students and regular education teachers will receive intense, additional training to make sure these students have the best role models and education possible.
- APS will complete an audit of our bilingual education programs so we can expand, strengthen and align bilingual education across the district.

The initiatives above are just the tip of the iceberg. There are so many good things happening in APS that I have a hard time putting them all in one letter. I would like to personally invite you to save the date for a legislative forum that I will host July 31, 2013 at Van Buren Middle School. Details will be forthcoming, but I hope that we can have an honest conversation about the strengths and weaknesses in APS at this forum. I hope we can work together to discuss the facts about what's really happening in public education and how we can all work to systemically reform the schools in our community for the betterment of all our students.

Thank you for the unwavering support so many of you give our schools throughout the year. If you have further questions, or ever wish to discuss our schools, please feel free to contact Carrie Robin Menapace, APS legislative liaison and policy analyst, at (505) 238-3153 or carrie.menapace@aps.edu. She can answer your questions or schedule time to for us to talk about APS.

Sincerely,



Winston Brooks